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Volume 7

Number 3 *The Iowa Homemaker* vol.7, no.3

Article 8

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1927

## The Role of Home and Parents

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### Recommended Citation

Zorbaugh, Grace S. M. (1927) "The Role of Home and Parents," *The Iowa Homemaker*: Vol. 7 : No. 3 , Article 8.

Available at: <http://lib.dr.iastate.edu/homemaker/vol7/iss3/8>

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## "Cracker Rat"----"Milk Rat"

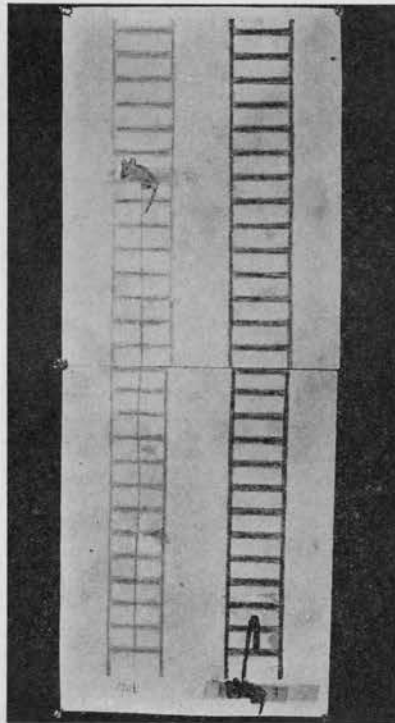
By MELBA NISEWANGER

**T**HAT the observation of growth experiments on rats could sufficiently interest pre-school children in the need for growth stimulating foods—such as lettuce and milk—with the result of a positive response in their own eating habits, is a new accomplishment in nutrition research. The experiment carried on by Ellen Kleppe for her masters thesis, however, indicates that such projects may prove of considerable value in helping the little folks to acquire correct food habits.

In an experiment with lettuce, two young white rats were brought daily to the Iowa State College nursery school for three weeks, and occasionally thereafter. A basal diet in biscuit form was fed to the "cracker-rat," while lettuce supplemented this diet for the "lettuce-rat." Water was given to both animals.

Once each week, while the children were observing, the animals were weighed. The children recorded the weights by making red and blue pencil marks on the dial of the scales. The appearance, activity, and food of the animals were observed and discussed by the children and the teachers from time to time. After a period of six weeks the differences in the animals were so pronounced that all the children noticed them readily. At this time the children decided to feed lettuce to the small animal too, in order to see if it would "grow big." During this project the children received head lettuce in small individual paper packages as their mid-morning lunch.

Another experiment, in which milk



"Milk Rat" "Cracker Rat"

served as the growth stimulating food, was conducted for six weeks. No recovery of the deficient animal was attempted. The growth of the animals was shown by the upward progress of

cardboard rats on a chart bearing a red and blue ladder. Whenever the animals were weighed, the children helped move the cardboard rats to their new positions. The use of charts with ladders for their own weights gave these children a distinctly personal feeling about "climbing the ladders."

The children became interested in eating green vegetables in order to "grow big." They wanted greens every day and requested their parents to eat them too. Visitors were told the story of the rats and were urged to eat lettuce.

The second experiment stimulated interest in "going up the ladder." One child began to drink milk, because he wanted "to go up the ladder" as the "milk rat" did. Ladders were desired at home, and in some cases, parents were begged to eat milk foods.

Members of the department of Foods and Nutrition, in cooperation with the nursery school staff, planned the procedure for the two experiments. An adult was always in charge of the animals in order to prevent any harm to the children in their activities with the rats. Assistants were also present to keep daily records, particularly of the children's responses.

Although the children were primarily interested in the condition of the rats, as affected by the use or lack of milk and lettuce in the diet, some association was made between the experiments and their own health and growth, as was definitely proved by the responses of the children, both at the nursery school and in the home.

## The Role of Home and Parents

By DR. GRACE S. M. ZORBAUGH

Ask any live community, "What is your ideal?"

"Prosperity," nine out of ten would answer.

"As an end in itself?"

"Oh, no. As a means to . . ."

The rest would be difficult for a mayor or councilman to state. Let the ancient Greeks say it:

" . . . a means to the good life."

The modern community, therefore, tries to provide social contacts making the good life possible for every citizen. But the good life in varying degree, since no two citizens have equally developed personalities. The range and quality of the wants they wish satisfied are unequal.

The fundamentals of the good life are:

1. Power to obtain want satisfactions, or in other words, a good living. This means effectiveness in making income.

2. Back of effectiveness in making

This response comes to the controversial article of the June issue, "Should Women Combine Homemaking and Professions?" and is a part of an address given by Miss Zorbaugh at the Iowa State Conference on the Home and Child held at Iowa City, June 24, 1927.

income is power to produce. This in turn goes back to training in how to make, or how to do, well, something which has market value, hence brings in income.

Professor Ernest Groves of Boston University in a recent book diagnoses the "drifting home." Homes are in no danger of drifting which see clearly their relation to the community.

..The home is the unique unit, the nest, where the fledglings gradually, as

they become birds, learn to catch their own worms and to fly.

How early should wise parents loosen the apron strings and put their children in touch, first with one, then with another and another set of social contacts outside of the nest? Remember that outside more than inside contacts stimulate responses in the child and start his personality development.

The pre-school nurseries get many children as early as the age of two. One in New York City is experimenting with the age of six months. I shall not suggest a specific age. But certainly the outside contacts should be started very early.

The child gets:

1. From outside contacts, social discipline and ideas.
2. From inside the home
  - a. A clearing house for the ideas brought from outside. Here parents are the councilors and guides.

(Continued on page 16)

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## The Role of Home and Parents

(Continued from page 5)

- b. Traditions assimilated line upon line, precept upon precept.
- c. Formation of habits.
3. From the combination, its character and personality. Likewise its effectiveness as producer and income maker.

The foregoing, economically speaking, is the role of the home and of parents. This role, entrusted by the community to parents, is an exacting, skilled job. It involves up-to-dateness in psychology, sociology, economics, the cultural arts, vocational developments, vocational opportunities and vocational guidance. It also involves close relations with the community and its activities in every important phase.

Queries: With this conception of the role of home and parents—

1. Will a mother who need not do so think of working outside the home for pay?
2. Will she care to keep up her profession outside the home while the fledglings are still learning to catch their own worms and to fly?
3. Will the father think of leaving the role wholly to the mother?
4. Will the father and mother, if they live in a college town or where

there are available educational opportunities, fail to take courses in economics, sociology, psychology, etc., so as to keep up-to-date in their equipment for fulfilling the role?

Reread the preceding paragraphs and answer the questions for yourself.

## Who's There and Where

(Continued from page 13)

### Marriages

Margaret Proctor, '27, to Hubert Garrecht, '26. At home in Mishawaka, Indiana.

Miriam McLain, '25, to Wilbur Mollison, '24. At home at Washington, Iowa.

Sarah Manhardt, '24, to Tom Wilson, State University of Iowa. At home in Evanston, Illinois.

Elizabeth Peterson, '23, to Willard E. Beanblossom, '22. At home in Ames.

Louise Huckleberry, '27, to Richard T. Nickols, '25. At home in Gary, Indiana.

### Former Graduates Teaching

Of the former graduates who have received positions thru the appointment committee 12 are teaching in Iowa and two in Nebraska:

Onica Prall, '25, Rock Rapids; Dorothy Love, '26, Colo.; Elizabeth Oldham, '25, Freemont, Neb.; Ruth Roberts, '25, Knoxville; Helen Green, '24, Indianola; Florence Bayless, '26, Mapleton; Helen Hass, '25, Burlington; Ruth Hitzhausen, '25, Cresco; Edith Owens, '26, Oxford; Myrtle Bein, '24, Traer; Mary Alice Clark, '26, Wahoo, Neb.; Helen Vinson, '26, Mt. Ayr; Clare Hill, '22, Mindon. Gwendolyn Temple, '26, Meservey.

Jeanette Beyer, '24, a former editor of the Homemaker, was married in July to Clive MacCay, University of Illinois, M. S., Iowa State College, and Ph. D. University of California. They are living in Ithaca, N. Y. Jeanette was graduated in Industrial Science in June of 1924 and received her degree in Home Economics in August of 1924. She was a member of Mortar Board and of Theta Sigma Phi. In 1924-25, she demonstrated for the Washburn Crosby Company of Cleveland, Ohio, and later was in the educational department of the Royal Milling Company of Great Falls, Montana. This last year, she has written "Table Talks" for the Ames Tribune.

Miss Ida Anders, formerly state supervisor of home economics in Florida, will be head of the department of textiles and clothing at the University of Tennessee.

Edna Armstrong, '26, M. S. at the State University of Iowa, '27, is on the staff of Merrill Palmer School of Homemaking, Detroit, Michigan.

Evelyn Anderson, '28, is a student dietitian at the Presbyterian Hospital in Chicago.

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